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ABSTRACT

This bibliography includes papers about grading and reporting, sample report card formats, training materials on grading and reporting, and first-person narratives from educators who have tried to reform the ways they grade students. The first section of this annotated bibliography is a listing of the articles in alphabetical order by primary author, and the second section is an index using content descriptors developed for the paper. Items in this bibliography may be borrowed free of charge in Alaska, Idaho, Montana, Oregon, and Washington. Users in other states are charged a handling fee. A shelf number is listed at the end of each annotation. Contains 50 annotated references. (SLD)

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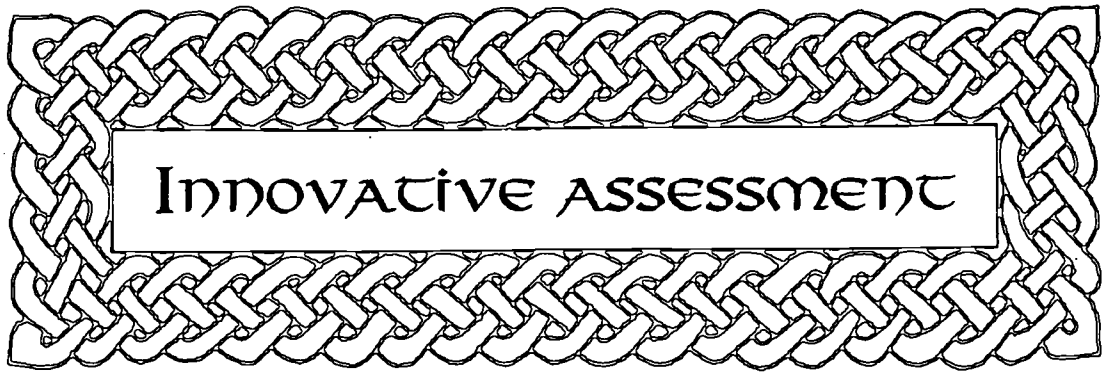

Bibliography of Assessment Alternatives:

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Innovative Assessment

Bibliography of Assessment Alternatives: GRADING

Fall 1996 Edition

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BIBLIOGRAPHY OF ASSESSMENT ALTERNATIVES: GRADING

September 1996

Questions about grading and reporting student progress are among the most frequent we receive. This bibliography includes papers about grading and reporting, issues, sample innovative report card formats, training materials on grading and reporting, and first person narratives from educators who have tried to reform the way they grade students.

Presence on the bibliography does not necessarily imply endorsement; articles are listed solely to provide ideas to those pursuing these topics. However, I have only included references that meet a minimum level of quality, interest, and usefulness.

There are two sections to the bibliography: a listing of the articles themselves in alphabetical order by primary author, and an index. In order to make articles easier for users to find, a set of descriptors for papers was developed, each document was analyzed using this set of descriptors, and an index using the descriptors is provided. A complete listing of all descriptors used (with a brief definition of the descriptor) prefaces the index.

In the states of Alaska, Idaho, Montana, Oregon, and Washington, items on this bibliography may be borrowed free of charge on a three-week loan from the Test Center. Users in other states are charged a handling fee. The shelf number for each item is listed at the end of the article. For more information, please contact Matthew Whitaker, Test Center Clerk, (503) 275-9582 or use e-mail: testcenter@nwrel.org for more information.

Adams, Sandy, and Kim Young. *Questions Parents Ask.* Located in: Tara Azwell and Elizabeth Schmar (Eds.), Report Card on Report Cards, 1995, Chapter 14, pp. 175-182. Available from: Heinemann, 361 Hanover St., Portsmouth, NH 03801.

At first glance, this article seems to be about answering typical questions parents ask about grading and reporting systems; but, it is really more about debunking assumptions about traditional grading systems (such as that traditional grades motivate students, accurately measure progress, have a clear meaning, are comparable across teachers, and only positively

affect students) and providing a rationale for alternative reporting systems. The list of questions and responses are good—they reflect the same thinking as many other current authors. But, sometimes the answers lean toward the theoretical rather than the practical. For example, in answer to the question, "How will my child be motivated without a letter grade?" they answer, "We need to have ways to motivate students besides the coercion of grades. We should be building self-motivation in children, which is the most powerful kind. Students are motivated by an internal need to progress. By showing and discussing with children their personal progress, we can improve their self-motivation." That's all well and good, but how do we *do* this? (Note: No research evidence is cited for any of the opinions expressed.)

(TC# 150.6QUEPAA)

Anderson, Jane, and Marceta Reilly. *Establishing Performance Standards.* Located in: Tara Azwell and Elizabeth Schmar (Eds.), Report Card on Report Cards, 1995, Chapter 5, pp. 49-58. Available from: Heinemann, 361 Hanover St., Portsmouth, NH 03801.

This article discusses the use of rubrics (performance criteria) as an alternative to "A=94-100" as a standard for reporting progress. The authors promote the idea of using rubrics as a way to compare student progress to a set of defined outcomes rather than to either the status of other students or vague outcomes. The article is strong in terms of the basic premise, definitions, formats, beginning developmental steps, and issues. The article has limitations in the skimpiness of the sample rubrics shown, and the lack of use of actual student work to help develop rubrics. No research is cited.

(TC# 150.6ESTPES)

Austin, Terri. *Changing the View—Student-Led Parent Conferences*, 1994. Available from: Heinemann, 361 Hanover St., Portsmouth, NH 03801.

Although this short book is formally about student-led parent conferences, it is really about much more. The author discusses the need (and how to) change the interactions between students and teachers on a day-to-day basis in the classroom, how to build the student skills needed for the parent conference, and how to better interact with parents, including reporting student progress. These are essential building blocks for student-led parent conferences and for building an environment in which students take control of their own learning. The author provides great ideas for:

- Building a sense of community in the classroom
- Communicating with parents
- Clarifying what we value by discussing the criteria for success

- Encouraging self-reflection
- Grading
- Actually setting-up and doing the conferences
- Portfolio logistics and management

The book contains lots of letters, student work, student dialogue, and self-reflections. No research base is cited.

(TC# 150.6CHAVIS)

Azwell, Tara, and Elizabeth Schmar, Eds. *Report Card on Report Cards—Alternatives to Consider*, 1995. Available from: Heinemann, 361 Hanover St., Portsmouth, NH 03801.

The editors' premise is that reporting systems need to change because of changes in what students need to know, why they need to know it, and how they learn it. Reporting systems need to change also because of the realization that grades such as A=94-100 aren't really as objective or meaningful as once was thought. This book attempts to answer questions such as:

- What are the effects of current grading and reporting systems on all of the children in our schools today, including special needs students and students from diverse backgrounds?
- How can teachers and schools desiring to change their reporting systems undertake the task?
- What are some possible ways to report student achievement without using traditional grades and report cards?
- What are some facets of changing grading and reporting systems that educators must consider as they attempt to improve their own systems?

Especially relevant chapters are cited separately in this bibliography. There are many strengths in this book—lots of examples, discussion by educators who "have been there," etc. The major weakness is that there is little guidance by the editor about the reasons for the selection of content, how it all fits together, major themes and issues, or emerging consensus on what to do. Also, most of the content is based on opinion and direct experience. There is little research cited to support the opinions expressed.

(TC# 150.6REPCAR)

Bailey, Jane, and Jay McTighe. ***Reporting Achievement at the Secondary Level: What and How.*** **Located in: Thomas R. Guskey, Ed., ASCD Year Book 1996—Communicating Student Learning, 1996, Chapter 10, pp. 119-140. Available from: Association for Supervision and Curriculum Development, 1250 N. Pitt St., Alexandria, VA 22314, (703) 549-9110, fax (703) 299-8631.**

The authors show multiple examples of grading and reporting systems at the secondary level that are changing in the attempt to more accurately reflect student achievement. They provide a nice framework of options for grading and reporting systems—systems can be described in terms of what is assessed (content); why it is assessed (report progress, identify students for special programs, etc.); how it is assessed (grades, percentages, checklists, rating scales, written narratives, work samples, etc.); and who is the audience (parents, students etc.) The authors show examples of each type and discuss their advantages and disadvantages. Their discussion of advantages and disadvantages is good, but some of the samples chosen to illustrate a method, e.g., portfolios, are a little weak. No research is cited to support their opinions.

(TC# 150.6REPACS)

Bellingham Public Schools. ***Primary Performance Portfolio, Grades K, 1, 2*** **and** ***Intermediate Performance Portfolio, Grades 3, 4, 5,*** **1992. Available from: Bellingham Public Schools, Box 878, Bellingham, WA 98227, (360) 676-6400, fax (360) 676-2793.**

This document is an outline of suggestions for implementing portfolios for grades 1-5. Included are:

- A list of essential learnings in each grade level combined with suggestions of the type of information that could be included as evidence of progress on each goal. For example, a student goal in grades 3-5 is "literature competency." Evidence of attaining this goal could include response logs, performance or project scoring rubrics, and strategies checklists.

- Checklists and scoring guides for some of the skills. For example, fairly nice developmental continuums for reading, science, social studies, art, writing, and mathematics are included, each having six levels (pre, emergent, beginner, developing, capable, and experienced). These are incorporated into a report card.

Also included are some materials from units on history and energy. It is not clear how this material is used nor why it is included. No technical information nor samples of student work are included.

(TC# 000.3BELPUS)

Bietau, Lisa. ***Student, Parent, Teacher Collaboration.*** **Located in: Tara Azwell and Elizabeth Schmar (Eds.),** Report Card on Report Cards**, 1995, Chapter 11, pp. 131-153. Available from: Heinemann, 361 Hanover St., Portsmouth, NH 03801.**

The author describes her own experience with student-led parent conferences in the broader context of promoting student-parent-teacher collaboration to promote and track student progress. She describes her use of portfolios in the process. One extended fourth-grade student example is given. No technical information is included.

(TC# 150.6STUPAT)

Brewer, W. Ross, and Bena Kallick. ***Technology's Promise for Reporting Student Learning.*** **Located in: Thomas R. Guskey, Ed.,** ASCD Year Book 1996—Communicating Student Learning**, 1996, Chapter 12, pp. 178-187. Available from: Association for Supervision and Curriculum Development, 1250 N. Pitt St., Alexandria, VA 22314, (703) 549-9110, fax (703) 299-8631.**

The authors describe possibilities for future achievement reporting systems and describe tools that are already available.

(TC# 150.6TECPRP)

Brookhart, Susan M. ***Grading and Classroom Management: What Does It Mean to Earn a Grade?*****, April 15, 1993. Paper presented at the annual meeting of the National Council on Measurement in Education. Available from: Susan M. Brookhart, Duquesne University, School of Education, Pittsburgh, PA 15282.**

"This paper has two purposes. The first purpose is to present results of a study asking these research questions: (1) What do teachers mean when they say a student 'earns' a grade? (2) What does it mean for a teacher to be 'fair' in assigning grades? and (3) What do teachers mean when they say a student 'deserves' a grade? Second, this paper uses these results as a vehicle for a theoretical discussion of the role of grades, and classroom assessment more generally, in student motivation and classroom management." The author discusses at length the reasons why effort and achievement are combined by many teachers to form a final grade, and the desirability of doing so. The paper includes the six grading scenarios presented to teachers to collect information for the study.

(TC# 150.6GRACLM)

Brookhart, Susan M. ***Teachers' Grading Practices: Meaning and Values.*** **Located in:** Journal of Educational Measurement **30, Summer 1993, pp. 123-142.**

"The purpose of this study was to investigate the meaning classroom teachers associate with grades, the value judgments they make when considering grades, and whether the meaning of

values associated with grades differ by whether teachers had measurement instruction. A sample of 84 teachers, 40 with and 44 without measurement instruction, responded to classroom grading scenarios in two ways—with multiple-choice responses indicating what they would do in each situation and with written responses to the question, 'Why did you make this choice?'" It appeared that "the meaning of grades is closely related to the idea of student work; grades are pay students earn for activities they perform....Teachers do make value judgments when assigning grades and are especially concerned about being fair. Teachers also are concerned about the consequences of grade use, especially for developing student self-esteem and good attitudes toward future school work. Measurement instruction made very little difference..." The paper is written in a somewhat technical style.

(TC# 150.6TEAGRP)

Buckley, Glennie. *First Steps: Redesigning Elementary Report Cards.* Located in: Tara Azwell and Elizabeth Schmar (Eds.), Report Card on Report Cards, 1995, Chapter 4, pp. 37-48. Available from: Heinemann, 361 Hanover St., Portsmouth, NH 03801.

The authors of this article stress the questions that must be addressed when redesigning the manner in which student progress is reported in grades 1-6, the support that is required, and the steps in the process. They emphasize the need to:

- Match reporting format and content to stated essential learning targets for students.
- Design the reporting format and procedures to address the informational needs of parents and students.
- Be crystal clear about the standards by which progress will be judged.
- Be sure the process of development, content of the report, and format of the report reflects the message the district wants to send.

The list of questions and discussion is excellent. No specific examples are provided. No research is cited.

(TC# 150.6FIRSTR)

Burnham, Chris. *Portfolio Evaluation: Room to Breathe and Grow.* Located in: C. Bridges (Ed.), Training the Teacher, 1986, pp. 125-138. Available from: NCTE, 1111 Kenyon Rd., Urbana, IL 61801, (217) 328-3870.

This paper describes a procedure for using portfolios to assess and grade students in college composition classes. (It could also be adapted to high school.) The procedure encourages student self-evaluation—students choose samples of their own work to place in their portfolio. Although all papers are assessed, not all are graded. It also discusses how grading can be incorporated into the scheme (for example, students provide justification for a grade

they request) and how to handle students that cannot function without papers being graded. No research is cited.

(TC# 470.3POREVR)

Burrack, Frederick. *Portfolio Assessment Samples*, 1995. Available from: Carroll High School, Music Department, 2809 N. Grant Rd., Carroll, IA 51401, (712) 792-8010.

This handbook contains sample portfolio materials in music from several classrooms. Included are grading schemes (percent awarded for various entries), sample student self-reflections, different forms for eliciting student self-reflection, criteria for judging such things as sight reading proficiency, and various student projects and portfolio entries. Although the handbook has strengths in the samples included, it's biggest weakness is that there is no text that explains how the various parts of the handbook fit together or provides contextual information. Therefore the handbook is best used by knowledgeable people looking for ideas.

(TC# 810.3PORASM)

Cizek, Gregory J., Robert E. Rachor, Shawn Fitzgerald. *Further Investigation of Teachers' Assessment Practices*, 1995. Available from: Gregory J. Cizek, The University of Toledo, 350 Snyder Hall, University of Toledo, Toledo, OH 43606, (419) 537-2611.

The authors report a study in which:

> A sample of 143 midwestern elementary and secondary school teachers from a variety of practice settings responded to a survey and provided comments regarding their assessment and practices. The survey collected background information on the teachers, and information on several assessment-related practices, including: (1) the frequency with which teachers assign routine class assignments; (2) the types of marks used to report student performance; (3) the frequency and grading of major assignments and tests; (4) the source of classroom tests; (5) the kinds of marks used; (6) the methods used to combine marks; (7) the meaning of grades; (8) teachers' knowledge and perceptions regarding district grading policies; and (9) teachers' awareness of the grading policies of their peers. Interviews with the teachers provided additional insights into their practices.
>
> It was found that assessment practices vary widely and unpredictably. Few relationships were observed between teachers' assessment and grading practices and personal or background characteristics such as practice level, years of experience, gender, or familiarity with district policies. Teachers generally claim to consider and incorporate a variety of diverse factors in assigning grades, and a majority of the teachers surveyed indicated that they were unaware of both their districts' policies and their colleagues' practices.

The authors concluded that:

1. "It is not at all clear that any interested group—administrators, teachers, parents, or even students and teachers themselves—can confidently glean the meaning of the grades students receive."

2. "Many districts should begin to consider, establish, and disseminate information that would provide guidance to teachers about desirable assessment and grading practices."

3. "Schools should more actively pursue engendering cultures of collaborative reflective practice, especially related to assessment."

(TC# 150.6FURINT)

Clarridge, Pamela Brown, and Elizabeth M. Whitaker. ***Implementing a New Elementary Progress Report.*** **Located in: Educational Leadership, October 1994, pp. 7-9. Also available from: Tucson Unified School District #1, 1010 E. Tenth St., Tucson, AZ 85719.**

This paper reports on one district's attempt to revise its report card for grades K-5. Staff decided on a rubric approach. In grades 1-5, rubrics using four-point scales were developed for five "learner qualities" (self-directed learner, collaborative worker, problem solver, responsible citizen, and quality producer) and eight content areas (reading, writing, listening/speaking, mathematics, social studies, science, health, and fine arts). Room is provided on the report card for teacher comments, the source of information used as the basis for the judgment about student ability (e.g., classroom observation, portfolios), and room for teacher and student comments. The authors describe development and pilot testing, preliminary responses from parents and students, plans for revision, and insights (such as "this approach to reporting requires a thorough understanding of the curriculum by both parents and teachers").

(TC# 150.6IMPNEE)

Cross, Lawrence H., and Robert B. Frary. ***Hodgepodge Grading; Endorsed by Students and Teachers Alike,*** **April 1996. Available from: Lawrence H. Cross, Educational Leadership and Policy Studies, Virginia Polytechnic Institute and State University, Blacksburg, VA 24061, (540) 231-9725, e-mail: CROSS@VTVM1,CC.VT.EDU**

This study is a follow-up to one done by Susan Brookhart (also on this bibliography) to corroborate her findings with a larger sample of teachers and students. The authors agree with the previous study that teachers often award what Brookhart referred to as a "hodgepodge grade of attitude, effort, and achievement." More important, the students largely confirmed and supported the hodgepodge grading practices reported by their teachers. The authors then contrasted this state of affairs with grading practices widely recommended in measurement texts. They point out that measurement specialists are missing the mark in their efforts to communicate their views to teachers, school administrators, and the general public.

(TC# 150.6HODGRE)

Ferguson, Shelly. ***Zeroing in on Math Abilities.*** **Located in: Learning92 21, 1992, pp. 38-41.**

This paper was written by a fourth-grade teacher and describes her use of portfolios in math—what she has students put in their portfolios, the role of self-reflection, getting parents involved, and grading. She gives lots of practical help. At the end of each grading period she reviews the portfolios for attainment of concepts taught (not amount of work done), and progress toward six goals set by the NCTM standards (e.g., thinks mathematically, communicates mathematically, and uses tools). She marks which goals were illustrated by the various pieces of work in the portfolio and writes a narrative to the student. Another interesting idea is the formal presentation of portfolios by students to their parents. The article provides a sample comment form for parents and students to complete. No technical information is included.

(TC# 500.3ZERMAA)

Flood, James and Diane Lapp. ***Reporting Reading Progress: A Comparison Portfolio for Parents.*** **Located in: Reading Teacher, March 1989, pp. 508-514.**

The authors describe the content of a reading portfolio designed to show student progress to parents. They suggest the portfolio contain test scores (norm-referenced and criterion-referenced), informal assessments (IRIs), samples of student writing at the beginning and end of the school year, student self-evaluations, and samples of the material students can read at the beginning and end of the school year. The article includes three-questions for students to promote self-analysis of reading processes, but does not include sample checklists or IRI's. No technical information is included.

(TC# 400.3REPREP)

Frary, Robert B., Lawrence H. Cross, and Larry J. Weber. ***Testing and Grading Practices and Opinions in the Nineties: 1890s or 1990s?,"*** **April 1992. Available from: Robert B. Frary, Office of Measurement and Research Services, Virginia Polytechnic Institute and State University, Blacksburg, VA 24061, (703) 231-7285, fax: (703) 231-9307, e-mail: FRARY@VTVM1.BITNET**

The author reports on a statewide study of the grading practices of high school teachers. Although the results of the study are informative (e.g., "the large majority of teachers pursue practices contrary to sound measurement"), the real reason this paper is included is the survey used in the study. It might be good for self-study of opinions and practices. The survey has 51 questions that ask about such things as how grades are assigned, the types of assessments used to assign grades, knowledge about the technical concerns of grading, and opinions about various grading practices.

(TC# 150.6TESGRO)

Friedman, Stephen J, and David A. Frisbie. ***Validity of Report Cards as Indicators of Student Performance, The*****, 1993. Available from: Stephen J. Friedman, The University of Wisconsin—Whitewater, Whitewater, WI 53190.**

The authors state that since schools rely heavily on report cards to communicate with parents about student performance, it would be useful to determine how valid they are for that purpose. They analyzed a sample of report forms from elementary, middle, and high school to obtain evidence of validity. They conclude that most report cards do not communicate very well because of ambiguous symbols, lack of space for interpretive comments, lack of common understanding of the goal of the report card, lack of commonality among teachers on the basis for assigning grades, and other reasons. The authors make recommendations for report card content.

(TC# 150.6VALREC)

Gersten, Russell, Sharon Vaughn, and Susan Unok Brengelman. ***Grading and Academic Feedback for Special Education Students and Students with Learning Difficulties.*** **Located in: Thomas R. Guskey, Ed., ASCD Year Book 1996—Communicating Student Learning, 1996, Chapter 5, pp. 47-57. Available from: Association for Supervision and Curriculum Development, 1250 N. Pitt St., Alexandria, VA 22314, (703) 549-9110, fax (703) 299-8631.**

This is an excellent article in which the authors examine the question, "What changes are needed in reporting systems to accurately communicate the learning of special education students in inclusion programs?" They focus on students in grades 7-12. The authors begin by outlining various ways to assess special education students (e.g., hold everyone to the same standard, grade only on effort, etc.) and issues surrounding each method. Then they review the research on grading and academic feedback for special education students and provide guidelines based on this research. They recommend:

1. Grading based on individual growth rates rather than effort
2. To show growth, graph, rather than average, scores
3. Add specifics on strengths and areas for growth
4. Teach special education students how to interpret and use progress graphs and information reported in other ways
5. Never base grades solely on learning-related behavior such as taking notes or the number of homework assignments turned in.

(TC# 150.6GRAACF)

Griffin Center for Human Development, The. ***Developmentally Appropriate Report Cards: Work in Progress*****, undated, pp. 1-3. Available from: The Griffin Center for Human Development, 47 Clapboard Hill Rd., Guilford, CT 06437, (203) 453-8563, fax: (203) 458-6820.**

This is an excellent paper on primary report cards. It is based on the philosophy that, "Teachers and parents can never know all that a child knows. A report card is merely a snapshot...a tiny slice of a child's learning over a given period of time. It is through talking with a child, looking at what a child creates, and watching the child in action that we gain a clearer, more comprehensive understanding of a child's progress." The authors list 10 things to consider during the thinking, reflecting, and planning process of report card revision in grades K-5. Several sample reporting formats are provided.

(TC# 000.3DEVAPR)

Guskey, Thomas R., Ed. ***ASCD Year Book 1996—Communicating Student Learning*****, 1996. Available from: Association for Supervision and Curriculum Development, 1250 N. Pitt St., Alexandria, VA 22314, (703) 549-9110, fax (703) 299-8631.**

This book contains many useful articles on grading issues, current practices, and recommendations for changing grading practices. The introduction to this book makes the following points:

1. Four reasons why grading issues have recently become important: the mismatch between traditional grading practices and current emphasis on clearly stating goals for students; criticism of education and the public's demand for more information; recent technological advances and how they can help us keep track of vastly more information on each student; and the growing realization that grading and reporting are two of educators' most important responsibilities.

2. Premises that frame the yearbook: the primary purpose of grading and reporting should be communication; reporting is an integral part of the learning process; and as goals for schooling become more complex, we need better ways to communicate.

3. Ten critical questions addressed by the yearbook, e.g., "How can we ensure that the goal of effective communication guides the development of report card systems?" and "How does the use of cooperative learning affect grading and reporting practices?"

Especially noteworthy articles are listed separately on this bibliography.

(TC# 150.6COMSTL)

Guskey, Thomas R. ***Reporting on Student Learning. Lessons from the Past—Prescriptions for the Future.*** **Located in: Thomas R. Guskey, Ed., ASCD Year Book 1996—Communicating Student Learning, 1996, Chapter 3, pp. 13-24. Available from: Association for Supervision and Curriculum Development, 1250 N. Pitt St., Alexandria, VA 22314, (703) 549-9110, fax (703) 299-8631.**

This article is a "must read." The author discusses the question: "What have we learned about grading and reporting over the years, and how should that inform current practice?" He outlines how grading and reporting practices have evolved in the U.S. over the last 100 years, consistent findings in the research, and guidelines for better practice based on the research. Points that researchers agree on include:

1. Grading and reporting are not essential to instruction.
2. No one method of grading and reporting serves all purposes well.
3. Grading and reporting will always involve some degree of subjectivity.
4. Grades have some value as rewards, but no value as punishments.
5. Grading and reporting should always be done in reference to learning criteria, never "on the curve."

The author's three guidelines for grading are:

1. Begin with a clear statement of purpose.
2. Provide accurate and understandable descriptions of student learning.
3. Use grading and reporting methods to enhance, not hinder, teacher and learning.

Although this paper presents very useful ideas and conclusions, only a few specific examples are included to illustrate their points (e.g., no reporting policies, statements of purposes, report cards formats, etc.).

(TC# 150.6REPSTL)

Hancock, Jane. ***But...What About Grades?*** **Located in: Portfolio News 2, 1991, p. 3. Also available from: Portfolio Assessment Clearinghouse, San Dieguito Union High School District, 710 Encinitas Blvd., Encinitas, CA 92024; and Jane Hancock, Toll Junior High School, Glendale Unified School District, 700 Glenwood Rd., Glendale, CA 91202.**

This is an article about how a ninth grade teacher uses portfolios to assign grades. Basically, no grades are assigned until the end of the term, and then students select the papers that will

form the basis of their grades. However, there is extensive student/teacher interaction on all papers throughout the term. No technical information is included.

(TC# 150.6BUTWHA)

Hyman, Ronald T. ***School Administrator's Staff Development Activities Manual*****, 1986. Available from: Prentice-Hall, Englewood Cliffs, NJ 07632, http://www.phdirect.com**

This book, designed for supervising administrators, includes seven hands-on "constructivist" activities for use to "stimulate the professional growth" of K-12 staffs. The most relevant activity for assessment is Chapter 8, "The Spelling Test," a nice activity on issues associated with grading. Other activities relate to developing staff skills in collaboration, openness, and group decisionmaking.

(TC# 150.6SCHADS)

Johnson, David W., and Roger T. Johnson. ***The Role of Cooperative Learning in Assessing and Communicating Student Learning.*** **Located in: Thomas R. Guskey, Ed., ASCD Year Book 1996—Communicating Student Learning, 1996, Chapter 4, pp. 25-46. Available from: Association for Supervision and Curriculum Development, 1250 N. Pitt St., Alexandria, VA 22314, (703) 549-9110, fax (703) 299-8631.**

This paper discusses assessment and reporting progress, but not "grading." The authors examine the question of how cooperative learning affects reporting practices. They outline the steps needed to ensure that reporting systems communicate clearly what students have learned while remaining aligned with cooperative learning strategies. They emphasize:

1. Types of outcomes, the need to be clear about the outcomes for each unit of instruction, planning the unit to achieve these outcomes, and planning the assessments to be used to determine whether the outcomes have been met.

2. Assessing process outcomes by observing groups as they work together and by interviewing individual students.

3. Different types of assessments that can be used at the end of instruction.

The assessment tasks and procedures discussed by the authors are excellent. However, although discussing the need for performance criteria, they do not detail what constitutes quality performance on any task or instructional outcome except a self- and peer-evaluation checklist on working in a group.

(TC# 150.6ROLCOL)

Juárez, Tina. ***Revitalizing Teacher Planning—Grade Eggs, Not Learners.*** **Located in: Holistic Education Review, Winter 1990, pp. 36-39.**

The author draws a comparison between grading eggs and grading students to make points regarding reasons why grading practices need to change. Arguments are based on current research.

(TC# 150.6REUTEP)

Kenney, Evelyn, and Suzanne Perry. ***Talking with Parents About Performance-Based Report Cards.*** **Located in: Educational Leadership 52, October 1994, pp. 24-27.**

The authors report on their schools' attempt to revise their report card to reflect new outcomes for students, parallel the rubric-scoring system's used in the classrooms, and provide more detailed and meaningful information to parents. No research is cited.

(TC# 150.6TALPAA)

Kohn, Alfie. ***Grading: The Issue Is Not How but Why.*** **Located in: Educational Leadership, October 1994, pp. 38-41. Also available from: Author, 41 James St., Montclair, NJ 07042.**

This is a "must read." The author challenges us to step back and consider "why we grade" as a necessary first step in reconfiguring grading and report cards. He argues convincingly that "grading to sort" not only is harmful to students but leads to no productive outcome. Similarly, "grading to motivate" not only does not work, but usually has the effect of decreasing motivation. The only legitimate reason for grading is to provide feedback, and even that implies a notion of education in which we place blame for failure on the student and not on the instructional environment. The author provides some good advice on the deeper implications of grades and how to reduce the negative aspects of grading.

(TC# 150.6GRAISI)

Krest, Margie. ***Adapting the Portfolio to Meet Student Needs.*** **Located in: English Journal 79, 1990, pp. 29-34.**

This article was written by a high school writing teacher. It provides some hints and ideas for using and adapting portfolios based on several years of use in her own classrooms. Some of the ideas presented are:

1. She has students keep all their writing—drafts, revisions, prewriting material, suggestions from classmates, and final drafts. This allows for collaborative discussion of such things as how well the student can incorporate other people's suggestions into their work, and student willingness to take risks.

2. Not each piece of writing is graded. This encourages students to experiment. Grades are based on two scores—a portfolio score (reflecting the quantity of writing, and/or the amount of revision and risk taking on papers), and a "paper grade" based on one to three final products (ones that have been conferred about, revised and edited thoroughly). The weight of these two components toward the final grade depends on the level of students and what they are working on. Sometimes the weighting for the two parts is decided collaboratively with the students.

3. The frequency of assessment varies by grade and what is being worked on. For example, if the emphasis is on fluency, assessment might only occur after each quarter so that students have time to work at becoming more fluent.

4. Most writing is based on free choice. However, the author does require that all students do a minimum number of papers in various modes. The modes depend on the level of the student. For example, a college-bound student would be required to write a compare-contrast paper. These do not have to be among the papers that students choose to be graded.

5. The major goal is to encourage students to take responsibility for their writing as much as possible—what to write about, how much revision will be done, etc.

(TC# 470.6ADATHP)

Lazear, David. *Multiple Intelligence Approaches to Assessment—Solving the Assessment Conundrum*, 1994. Available from: Zephyr Press, PO Box 66006-W, Tucson, AZ 85728, (602) 322-5090, fax: (602) 323-9402.

This manual discusses:

- Definitions and importance of seven student "intelligences."
- How to "kid watch" to determine in which intelligences each student has strengths.
- Ideas for using the "intelligences" profile to help kids get the most out of instruction.
- Ideas for developing students' weaker "inelligences."
- Criteria for sound assessment that include attention to both (a) assessing the seven intelligences, and (b) designing a variety of achievement measures that are couched in the terms of the seven intelligences.
- Lots of help on designing assessments in various content areas that capitalize on strengths in the various intelligences and allow students to show what they know in a variety of ways.

- The use of portfolios, journals, anecdotal records, and exhibits in the context of the seven intelligences.

- Ideas for getting started.

- Sample achievement reporting formats that emphasize both development in the seven intelligences and development in other skills and knowledge through use of the seven intelligences.

I like the detail, specific examples, and easy readability of this one. There were lots of good ideas. Some readers might be initially put off by the seeming emphasis that developing the seven intelligences should be the *goal* of instruction rather than just the *means* of instruction and assessment. Research is cited to support ideas presented.

(TC# 000.6MULINA)

Mac Iver, Douglas J., and David A. Reuman. *Giving Their Best—Grading and Recognition Practices That Motivate Students to Work Hard.* Located in: American Educator 17, Winter 1993/1994, pp. 24-31.

This excellent paper discusses problems with traditional grading systems and gives details of a pilot project in Maryland to develop a better grading system. The author's premise is that traditional assessment, grading, and student recognition practices are partly responsible for the anti-academic norms and low levels of student effort that pervade American schools.

> These practices fail to apply what psychologists and sociologists have learned about the enormous combined power of *specific assigned goals* that are challenging but reachable, individual *performance summaries* that clearly indicate whether or not a given goal was attained, and a system of *recognition* and commendation that is tied to goal attainment. (Edwin A. Locke and Gary P. Latham, 1984)
>
> In traditional grading and feedback practices, individual students are not assigned specific quantitative goals. As a result students often choose a goal that is unchallenging (to pass the course), or vague ("to do my best"). Extensive research involving more than 100 studies in work settings in business and industry has established that goals that are perceived to be challenging but reachable lead to better performance than easy goals, and that specific quantitative goals consistently lead to better performance than the goal of doing one's best. This is because, paradoxically, people do not do their best when they are trying to do their best! Doing your best is a vague goal because the meaning of "best" is not specified. The way to get individuals to truly do their best is to set a challenging, quantifiable goal that demands the maximum use of their skills and abilities. (Locke and Latham, 1984)

(TC# 150.6GIVTHB)

Malehorn, Hal. *Ten Measures Better Than Grading.* Located in: The Clearing House 67, July/August 1994, pp. 323-324.

The author's premise is that, "Marks are misleading and incomplete at best; and at worst they are inhibiting and traumatizing. If the goal of educational establishments is truly to foster all

kinds of learning, school personnel need to examine their assessment methods. Perhaps more than any other element of schooling, grades interfere with pupils' efforts to learn." He briefly describes 10 other methods for communicating about student learning.

(TC# 150.6TENMEB)

Murdick, William. *Portfolios and Patterns of Choice*, 1991. Located in: Portfolio News 2, 1991, p. 2. Also available from: Portfolio Assessment Clearinghouse, San Dieguito Union High School District, 710 Encinitas Blvd., Encinitas, CA 92024; and California University of Pennsylvania, California, PA 15419, (412) 938-4082.

This article describes one teacher's approach to using portfolios to assign grades in his 9th grade composition classes. The basic procedure is that students prepare four portfolios a year, the contents of which are some combination of assigned and self-selected work. The grade for the portfolio depends on the presence of all pieces of work, but not all of them necessarily receive equal weight in the grade. The portfolio as a whole is graded, not individual papers. Several variations on this theme are discussed.

(TC# 150.6PORANP)

Nitko, Anthony J., and Boleslaw Niemierko. *Qualitative Letter Grade Standards for Teacher-Made Summative Classroom Assessments*, 1993. Available from: Anthony J. Nitko, University of Pittsburgh, Department of Psychology in Education, 5003 Forbes Quadrange, Pittsburgh, PA 15260.

This paper investigates methods for defining and assigning letter grades on classroom assessments that are used for grading. The authors state that teachers typically assign grades based on the total score from an assessment, ignoring the fact that the same total score may reflect different levels of learning. They describe a procedure for grading that combines teachers' judgments of the importance of subject-matter concepts and their classification of the type of cognitive processing assessment tasks require. In addition, they describe four grading models which reflect different combinations of thinking skills and content importance that teachers associate with higher letter grades. The use of the models is demonstrated with data from two midterm examinations from several instructors. The paper is written in a somewhat technical fashion, but has some interesting ideas.

(TC# 150.6QUALEG)

Olson, Lynn. *Cards on the Table.* **Education Week, June 14, 1995, pp. 23-28.**

This paper on grading should have a sobering effect on all of us. "When educators in a Rhode Island school district tried to rework the traditional student report card to better reflect their teaching, they had a parent rebellion on their hands." The author describes what happened, tries to analyze the causes, and makes suggestions for others.

(TC# 150.6CARONT)

Palmer, Jackie, and Kathy Busick. *Won't Some Things Ever Change?* **Located in: Regional Educational Laboratory Network Program.** *Improving Science and Mathematics Education—A Toolkit for Professional Developers: Alternative Assessment—Addendum,* **November 1995, Chapter 6, Activity 6.4. Available from: Document Reproduction Service, Northwest Regional Educational Laboratory, 101 SW Main St., Suite 500, Portland, OR 97204, (503) 275-9519, (800) 547-6339, fax: (503) 275-9489.**

The *Toolkit* is a handbook of training materials and other resources on performance assessment. Chapter 6 deals with grading and reporting. Activity 6.4 specifically addresses report card formats and provides several samples.

(TC# 150.6WONSOT)

Robinson, Glen E., and James M. Craver. *Assessing and Grading Student Achievement,* **1989. Available from: Educational Research Service, 2000 Clarendon Blvd., Arlington, VA 22201, (703) 243-2100.**

"The primary purpose of this ERS report...is to describe and summarize the practices and procedures used by school districts to assess and grade student achievement." The report also provides background about the issues and changes in educational concepts regarding the assessment and grading of student achievement. Although written in 1989, most of the information is still relevant. The report does a nice job of summarizing purposes for grading, criticisms of past grading practices, grading and reporting, recommendations by various groups, and a comparison of ideal against actual practice. (The report contains numerous policy statements and report card formats as of 1989. These represent actual, not necessarily ideal, models, policies, and reporting formats.)

(TC# 150.6ASSANG)

Seeley, Marcia M. ***The Mismatch Between Assessment and Grading.*** **Located in: Educational Leadership, October 1994, pp. 173-175.**

The author briefly describes some of the dilemmas teachers face when attempting to balance different purposes for grades. For example, how to boil down the rich and complex achievement/behavior of students into a single symbol. Then the author decribes the efforts of eight teachers to deal with those dilemmas.

(TC#150.6MISBEA)

Shuster, Claudia, Theresa Lynch, and Marlene Polson-Lorczak. ***A Study of Kindergarten and First Grade Report Cards: What Are Young Children Expected to Learn?,*** **1996. Available from: Central Connecticut State University, School of Education and Professional Studies, Dept. of Teacher Education, 1615 Stanley St., New Britain, CT 06050, (203) 832-2430, fax (203) 832-2109, e-mail: SHUSTERC@CCSU.CTSTATEU.EDU**

This paper reports on a study that investigated the content and coding systems of kindergarten and first grade report cards from 57 Connecticut school districts. They focused on coding systems that rely on continuous progress rather than competition and comparison. Report cards were analyzed for developmentally appropriate practice and coverage of three kinds of outcomes for students (knowledge, dispositions, and processes). The study also considered whether certain district practices (such as inclusion and small class sizes) related to report card design. Results showed a lot of variety in report cards and interesting relationships between formats and other district characteristics. The paper includes a succinct description of "developmental appropriateness," the three kinds of outcomes, and recommendations for practice.

(TC# 070.6STUKIF)

Sneed, Don, and Tim Wulfemeyer. ***Video Report Cards Provide Comprehensive Evaluations.*** **Located in: Journalism Educator 44, Winter 1990, pp. 50-56.**

After discussing problems with single-mark grading systems, the author describes a study of video report cards (VRCs) with college journalism students. He concludes that VRCs were well received by students and parents, and notes both positive and negative aspects of their use.

(TC# 150.6VIDREC)

Stiggins, Richard J. *Developing Sound Grading Practices*, 1991. Available from: IOX Educational Research & Development, 5301 Beethoven St., Suite 109, Los Angeles, CA 90066, (310) 822-3275, fax (310) 822-0269.

This video training package takes teachers through a series of exercises that examine key grading issues they must face and procedural guidelines to which they must adhere in order to have sound grading practices. The activities are setup so that teachers draw their own conclusions about practice. "This treatment of grading issues is presented in four parts. First, we establish the great importance of grades *for students* by exploring the various purposes served by grades. Second, we consider the role of various student characteristics (achievement, effort, etc.) in determining each student's report card grades. Third, we examine the alternative means of gathering data on student achievement for grading purposes. And finally, we review alternative strategies for gathering achievement data and determining cutoff scores for the various letter grades we assign." While many of the entries on this bibliography address similar issues, this is the only one so far to note that grades are made up of two steps: (1) assessing student performance; and (2) generating a composite picture of that performance to assign a grade. Report card grades are only as sound as the underlying assessments.

(TC# 150.6CLAASt4)—text
(TC# 150.6CLAASv4)—video

Stiggins, Richard J. *PART IV—Communicating About Student Achievement.* Located in: Student-Centered Classroom Assessment—Second Edition, 1997, Chapters 14-17, pp. 381-508. Available from: Prentice-Hall, Inc., Upper Saddle River, NJ 07458.

This excellent book section emphasizes the following topics:

- Contrasting traditional ways of communicating about student achievement with student-centered communication systems
- Exploring a number of examples of alternative communication ideas, including innovative new formats for written reports of achievement, new strategies for conferences about achievement, and new ways of collecting samples of student work using portfolios

These are discussed in the context of criteria for effective communication systems:

- A clear and appropriate definition of the achievement target(s) about which we intend to communicate. We can only devise effective communication systems when we know the achievement targets we want to communicate about. Teachers need to be masters of the mat
- Quality information about student proficiency with respect to the valued outcomes. The quality of our communication is only as good as the quality of the achievement information we have gathered.

- A clear reason to communicate. As reason varies, so does the definition of effective communication.

- A common language to use in passing information from sender to receiver. Effective communication requires that all parties in the communication link mutually understand the words, pictures, scores, or other symbols used.

- An opportunity to share information. There must be a time, place, and set of circumstances when the message sender and receiver can attend to the information being shared.

(TC# 150.6INNCOU)

Watts, K. Heidi. *Bridges Freeze Before Roads.* Located in: Thomas R. Guskey, Ed., ASCD Year Book 1996—Communicating Student Learning, 1996, Chapter 2, pp. 6-12. Available from: Association for Supervision and Curriculum Development, 1250 N. Pitt St., Alexandria, VA 22314, (703) 549-9110, fax (703) 299-8631.

The author proposes that we need more than our two traditional ways of communicating student achievement—grades and standardized tests. We need actual displays of achievement as in portfolios or exhibitions; ratings that summarize student progress toward a pre-defined standard of quality; student self-evaluation; and two-way communication. The various methods should be mix-and-matched by determining what information various interested parties need (parents, students, etc.) and matching it to the method. Grading is really about communicating achievement and we need to see grades as only *one* possible way to accomplish it.

(TC# 150.6BRIFRB)

Willis, Scott. *Are Letter Grades Obsolete?* Located in: ASCD Update 35, September 1993, pp. 1, 4, 8. Available from: Association for Supervision and Curriculum Development, 1250 N. Pitt St., Alexandria, VA 22314, (703) 549-9110.

ASCD publishes very nice summary articles about many current issues in education. This paper is no exception. It provides a good summary of the limitations of traditional letter grades and alternatives being tried in various districts around the country.

(TC# 150.6ARELEG)

Wiggins, Grant. ***Honesty and Fairness: Toward Better Grading and Reporting.*** **Located in: Thomas R. Guskey, Ed., ASCD Year Book 1996—Communicating Student Learning, 1996, Chapter 11, pp. 141-177. Available from: Association for Supervision and Curriculum Development, 1250 N. Pitt St., Alexandria, VA 22314, (703) 549-9110, fax (703) 299-8631.**

This is a "must read." The author's premise is that "to improve our reports, we must start anew by asking the question, 'Who is the audience and what is the purpose of the writing?'" The report card should serve the clients' needs, not the reporters'. He discusses issues such as the need:

- To provide a frame of reference so that clients know "how good" is the performance being reported. These should be the most "apt" comparisons whether norm-referenced, criterion-referenced, or self-referenced.
- For more than a single score.
- To make information intelligible to the consumer.
- To provide evidence that justifies the grade, score, or judgment.

The author then goes on to outline five practices that would improve reporting and provide many sample report card formats. No research is cited.

(TC# 150.6HONFAT)

Wiggins, Grant. ***Rational Numbers: Toward Grading and Scoring That Help Rather Than Harm Learning.*** **Located in: American Educator, Winter 1988, pp. 21-25, 45-48.**

This article presents a discussion of the need to have clear criteria for both grading and testing. These criteria essentially define what we value in student work. This not only improves consistency in assigning grades or rating performance, but also ensures more clarity for students on expectations and communicates more effectively what to do if performance is not satisfactory. The author presents several examples of criteria. These examples include: seven general criteria for any course of study, oral presentations, writing, and science. The author also discusses ways of making grading uniform across teachers and different grading approaches.

(TC# 150.6RATNUM)

Wiggins, Grant. ***Toward Better Report Cards.*** **Located in: Educational Leadership 52, October 1994, pp. 28-37.**

The author provides excellent advice on how to make report cards more meaningful. His basic premise is that we need report cards that describe student functioning and contain

explicit standards of comparison so that parents know how their children are doing and how "right" is determined. He proposes several standards of comparison (e.g., student as own baseline, performance against the level needed to meet the next benchmark standard, and compared to peers) and recommends that several be used because they each provide different information about a student and are *all* useful.

The author also puts in a plea for more rigorous criteria for judging the level of student performance—the whole system only works if we are sure that a score of "4" means the same thing for everyone. Also, he feels that it makes no sense to combine different aspects of performance into one score or grade; if our goals in math include content knowledge, problem solving, and computation, why not give scores in each?

(TC# 150.6TOWBER)

Young, Kim. ***An Alternative to Letter Grades.*** **Located in: Tara Azwell and Elizabeth Schmar (Eds.), Report Card on Report Cards, 1995, Chapter 10, pp. 110-130. Available from: Heinemann, 361 Hanover St., Portsmouth, NH 03801.**

This article is of interest because it describes the development, in one elementary school over a five-year period, of a progress report without letter grades. One interesting aspect of the article is the inclusion of three drafts of their progress report and a discussion of the rationale for the changes.

(TC# 150.6ALTLEG)

GRADING BIBLIOGRAPHY INDEX CODES

A General Type of Article

1 = Theoretical or logical arguments; opinions not necessarily based on research findings
2 = Examples of grading or reporting dilemmas
3 = Research and technical information
4 = Article related to grade, but not directly about grading

B Grade Levels

1 = PreK-2
2 = 3-6
3 = 7-9
4 = 10-12
5 = All
6 = At risk/special ed
7 = Adults/teachers
8 = Other

C Subject Area

1 = All
2 = Math
3 = English/language arts
4 = Fine Arts
5 = Science
6 = Social studies
7 = Health/PE
8 = Other

D Kohn's Level of Concern About Grading

1 = Kohn's first level of concern: how to physically combine numbers to form a grade
2 = Kohn's second level of concern: how to incorporate alternative assessments into current grading schemes
3 = Kohn's third level of concern: asking why do we grade? Considering alternative ways to report progress besides grades

E Raising Issues

1 = Purposes for grading and whether current procedures accomplish those purposes
2 = Issues in grading such as special education and need for clear definitions

F Providing Solutions

1 = Recommended ingredients of a grade
2 = Grading or reporting policy/guidelines
3 = Alternative report card formats
4 = Using alternative assessment in grading

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D2Burrack (TC# 810.3PORASM)
D2Cizek (TC# 150.6FURINT)
D2Clarridge (TC# 150.6IMPNEE)
D2Ferguson (TC# 500.3ZERMAA)
D2Frary (TC# 150.6TESGRO)
D2Gersten (TC# 150.6GRAACF)
D2Griffin Center (TC# 000.3DEVAPR)
D2Guskey (TC# 150.6COMSTL)
D2Hancock (TC# 150.6BUTWHA)
D2Kenney (TC# 150.6TALPAA)
D2Krest (TC# 470.6ADATHP)
D2Murdick (TC# 150.6PORANP)
D2Palmer (TC# 150.6WONSOT)
D2Robinson (TC# 150.6ASSANG)
D2Seeley (TC# 150.6MISBEA)
D2Sneed (TC# 150.6VIDREC)
D2Stiggins (TC# 150.6CLAASt4)
D2Stiggins (TC# 150.6CLAASv4)
D2Stiggins (TC# 150.6INNCOU)
D2Wiggins (TC# 150.6HONFAT)
D2Wiggins (TC# 150.6RATNUM)
D2Wiggins (TC# 150.6TOWBER)
D2Young (TC# 150.6ALTLEG)
D3Anderson (TC# 150.6ESTPES)
D3Azwell (TC# 150.6REPCAR)
D3Brookhart (TC# 150.6GRACLM)
D3Buckley (TC# 150.6FIRSTR)
D3Cizek (TC# 150.6FURINT)
D3Frary (TC# 150.6TESGRO)
D3Gersten (TC# 150.6GRAACF)
D3Guskey (TC# 150.6REPSTL)
D3Juárez (TC# 150.6REUTEP)
D3Kohn (TC# 150.6GRAISI)
D3Mac Iver (TC# 150.6GIVTHB)
D3Malehorn (TC# 150.6TENMEB)
D3Robinson (TC# 150.6ASSANG)
D3Stiggins (TC# 150.6CLAASt4)
D3Stiggins (TC# 150.6CLAASv4)
D3Stiggins (TC# 150.6INNCOU)
D3Watts (TC# 150.6BRIFRB)

D3Wiggins (TC# 150.6HONFAT)
D3Wiggins (TC# 150.6TOWBER)
D3Young (TC# 150.6ALTLEG)
E1Azwell (TC# 150.6REPCAR)
E1Brookhart (TC# 150.6GRACLM)
E1Buckley (TC# 150.6FIRSTR)
E1Cizek (TC# 150.6FURINT)
E1Guskey (TC# 150.6REPSTL)
E1Juárez (TC# 150.6REUTEP)
E1Kohn (TC# 150.6GRAISI)
E1Mac Iver (TC# 150.6GIVTHB)
E1Robinson (TC# 150.6ASSANG)
E1Seeley (TC# 150.6MISBEA)
E1Stiggins (TC# 150.6CLAASt4)
E1Stiggins (TC# 150.6CLAASv4)
E1Stiggins (TC# 150.6INNCOU)
E1Watts (TC# 150.6BRIFRB)
E1Wiggins (TC# 150.6HONFAT)
E1Wiggins (TC# 150.6TOWBER)
E2Anderson (TC# 150.6ESTPES)
E2Azwell (TC# 150.6REPCAR)
E2Brookhart (TC# 150.6GRACLM)
E2Buckley (TC# 150.6FIRSTR)
E2Cizek (TC# 150.6FURINT)
E2Cross (TC# 150.6HODGRE)
E2Frary (TC# 150.6TESGRO)
E2Friedman (TC# 150.6VALREC)
E2Gersten (TC# 150.6GRAACF)
E2Guskey (TC# 150.6REPSTL)
E2Kohn (TC# 150.6GRAISI)
E2Mac Iver (TC# 150.6GIVTHB)
E2Robinson (TC# 150.6ASSANG)
E2Seeley (TC# 150.6MISBEA)
E2Sneed (TC# 150.6VIDREC)
E2Stiggins (TC# 150.6CLAASt4)
E2Stiggins (TC# 150.6CLAASv4)
E2Stiggins (TC# 150.6INNCOU)
E2Watts (TC# 150.6BRIFRB)
E2Wiggins (TC# 150.6HONFAT)
E2Wiggins (TC# 150.6RATNUM)
E2Wiggins (TC# 150.6TOWBER)
E2Willis (TC# 150.6ARELEG)
F1Brookhart (TC# 150.6GRACLM)
F1Gersten (TC# 150.6GRAACF)
F1Nitko (TC# 150.6QUALEG)
F1Robinson (TC# 150.6ASSANG)
F1Stiggins (TC# 150.6CLAASt4)
F1Stiggins (TC# 150.6CLAASv4)
F1Wiggins (TC# 150.6TOWBER)
F2Buckley (TC# 150.6FIRSTR)
F2Gersten (TC# 150.6GRAACF)
F2Griffin Center (TC# 000.3DEVAPR)
F2Guskey (TC# 150.6REPSTL)
F2Kohn (TC# 150.6GRAISI)
F2Robinson (TC# 150.6ASSANG)
F2Stiggins (TC# 150.6INNCOU)
F2Wiggins (TC# 150.6HONFAT)
F2Wiggins (TC# 150.6TOWBER)
F3Anderson (TC# 150.6ESTPES)
F3Azwell (TC# 150.6REPCAR)
F3Bailey (TC# 150.6REPACS)
F3Bellingham (TC# 000.3STUPAT)
F3Clarridge (TC# 150.6IMPNEE)
F3Friedman (TC# 150.6VALREC)
F3Griffin Center (TC# 000.3DEVAPR)
F3Kenney (TC# 150.6TALPAA)
F3Lazear (TC# 000.6MULINA)
F3Malehorn (TC# 150.6TENMEB)
F3Robinson (TC# 150.6ASSANG)
F3Seeley (TC# 150.6MISBEA)
F3Shuster (TC# 070.6STUKIF)
F3Sneed (TC# 150.6VIDREC)
F3Stiggins (TC# 150.6INNCOU)
F3Wiggins (TC# 150.6HONFAT)
F3Willis (TC# 150.6ARELEG)
F3Young (TC# 150.6ALTLEG)
F4Anderson (TC# 150.6ESTPES)
F4Austin (TC# 150.6CHAVIS)
F4Burnham (TC# 470.3POREVR)
F4Burrack (TC# 810.3PORASM)
F4Clarridge (TC# 150.6IMPNEE)
F4Ferguson (TC# 500.3ZERMAA)
F4Flood (TC# 400.3REPREP)
F4Griffin Center (TC# 000.3DEVAPR)
F4Hancock (TC# 150.6BUTWHA)
F4Krest (TC# 470.6ADATHP)
F4Murdick (TC# 150.6PORANP)
F4Palmer (TC# 150.6WONSOT)
F4Stiggins (TC# 150.6CLAASt4)
F4Stiggins (TC# 150.6CLAASv4)
F4Watts (TC# 150.6BRIFRB)
F4Wiggins (TC# 150.6HONFAT)
F4Wiggins (TC# 150.6RATNUM)
F4Wiggins (TC# 150.6TOWBER)

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